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ABSTRACT

A study compared the similarities and differences among human resource training and development (HRT&D) programs in U.S. colleges and universities. To gather data for the study, researchers constructed a questionnaire that focused on 15 roles and 31 competencies identified as necessary to the job performance of an HRT&D specialist. The sample population for the survey, after several follow-up mailings, eventually comprised 116 individuals, 77.3 percent of those originally contacted. Based on the completed surveys, it appeared that HRT&D programs are located predominately in the northeast part of the country, most of them being either master's or doctoral programs and sponsored by schools of education. The two HRT&D specialist roles most commonly emphasized in the training programs examined were those of program designer and program needs analyst and evaluator. The role or roles emphasized appeared to be directly related to the type of academic department offering the training program. Organizational behavior was the most widely taught competency (taught in 92 percent of the programs), with presentation skills being the second most widely taught competency (taught in 90 percent of the programs). (Appended to this report are a copy of the survey instrument, definitions of the HRT&D roles and competencies examined, and a list of colleges and universities with HRT&D programs.) (MN)

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TAKING THE LEADERSHIP:
An Analysis of Human Resource
Training and Development Academic Programs

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TAKING THE LEADERSHIP: PREPARING TRAINING & DEVELOPMENT
PROFESSIONALS TO PERFORM ROLES
AND COMPETENCIES

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The February/March 1984 edition of Business Week--"Guide to Careers"--- lists the top twelve entry-level jobs in United States' businesses in terms of ultimate salary potential and number of openings expected in the coming decade.¹ These positions include computer analyst, purchasing assistant, assistant plant manager, accountant, auditor, banking trainee, broker trainee, manufacturing representative, retail buyer, international marketer, job analyst, and trainer.

For students and others interested in the field of human resource training and development (HRT&D), having the position of trainer listed among the top twelve entry-level jobs is indeed a promising and encouraging sign. Of monumental concern, however, is the quality of preparation of those who may seek entry into the HRT&D field through the position of trainer. Only through the process of academic strategic planning and curriculum development can educational institutions meet the challenge of preparing individuals to enter the HRT&D field with high levels of competence.

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BACKGROUND

In order to determine whether academic institutions are responding to the challenge of preparing students for careers in HRT&D, it is essential to describe what is being done to prepare them now. If a discrepancy exists between what is expected of HRT&D professionals and what academic institutions are offering as preparation, we might conclude that a problem exists, and we can take steps to narrow the gap.

In 1983 a special study of the roles and competencies performed and the products produced by HRT&D professionals was completed under the auspices of ASTD (American Society for Training and Development).² The study was, in fact, a series of studies that resulted in a definition of HRT&D, a list of fifteen roles, thirty-one competencies, and 102 critical outputs, and profiles and clusters of role groupings and relationships. The competency study may be used by managers, trainers, and individuals interested in entering an HRT&D career to determine discrepancies between their preparation and what is expected in the field. It can also be used to evaluate the adequacy of academic programs. We used the ASTD study in the research reported here as the guide to what is expected of HRT&D specialists.

A few other projects have studied human resource academic programs. McMahon,³ for example, studied graduate degree programs located only in Schools of Education and whose offerings fit Nadler's⁴ definition of HRD. Nadler recognizes only three roles--administrator, consultant, and learning specialist--making the results not particularly comparable with data based on the ASTD competency study. Nevertheless, McMahon concluded that these programs tended to prepare students primarily in the learning specialist role. McMahon's study omitted, of course, HRT&D programs in departments of

communication, psychology, business, and, possibly, instructional media, vocational education, and behavioral science, all of which have been actively involved in the ASTD conferences on the academic preparation of practitioners of HRT&D. McMahon's study also omitted undergraduate programs.

The three ASTD Invitational conferences on the academic preparation of HRT&D practitioners⁵ have revealed that programs exist in at least eight types of academic departments: education, adult education, instructional media, vocational education, behavioral science, counseling, business, and communication. Some programs appear to be multi-role and multi-disciplinary, preparing students to perform many career roles, whereas others are more single-disciplinary based preparing students for single roles, such as media specialist or program designer. Other programs seem to lean heavily toward a very broad view of personnel or organization development in which HRT&D is represented in only a general way in occasional courses.

Because of some obvious differences in philosophy and approach, we felt that it was important to begin the process of more clearly defining HRT&D academic programs so as to facilitate a more precise match between HRT&D career opportunities and academic preparation. Thus, the focus of this study was on the manner in which curricula in U.S. colleges and universities prepare students to perform the fifteen roles and thirty-one competencies identified in the ASTD competency study. The questions which this study attempts to answer are:

1. What colleges and universities in the U.S. offer academic programs in training and development? Where are they located and how many are there?

2. What are the academic units that sponsor HRT&D academic programs?
3. What types of academic degrees are offered in HRT&D and how long have the degrees been offered?
4. How many full-time faculty teach in each program? What rank do the faculty hold?
5. Which of the fifteen roles do HRT&D programs tend to emphasize in their instruction?
6. Do the patterns or roles emphasized in instructional programs vary according to the type of academic department?
7. Which of the four role clusters seem to represent the emphases of HRT&D programs?
8. Do the role cluster emphases tend to vary according to the type of academic department?
9. For which of the thirty-one competencies do HRT&D programs include course work?
10. Does the course work offered on competencies vary according to the type of academic department?

METHODS

The data were gathered by means of a questionnaire developed specifically for this study.

Designing the Questionnaire

The questionnaire focused on the fifteen roles and thirty-one competencies identified by ASTD. The purpose of the questionnaire was to discover the similarities and/or differences among academic training and development curricula in U.S. colleges and universities. The questionnaire was descrip-

tively entitled "Profile: Training and Development Programs" (see Appendix A).

The questionnaire was divided into three sections. The first section requested demographic information. The survey asked for the name of the university or college, the academic college or school, and the department or division responsible for the training and development program; the degrees offered and the number of years each type of degree had been offered; the official degree title(s); and the number of faculty members involved with the program. This information provided descriptive data on the academic focus of the program.

The second section of the questionnaire examined the program's curriculum. Respondents ranked the fifteen roles of the training and development specialist; these roles are listed and defined in Appendix B. The respondents were asked only to rank those roles with which their programs were concerned--the roles for which the respondent's programs did not prepare students were to be left blank. The respondents were also asked to list the course name and number that corresponded to the roles.

In order to provide a more gestalt or wholistic view of preparation to perform roles, the fifteen roles were placed in one of four clusters based on the ASTD competency study factor analysis. The roles with relatively low correlations were added to appropriate clusters according to face validity. Respondents were also asked to rate, on a five-point scale, the emphasis which their departments place on each of the four clusters. The four clusters with their respective roles are listed below:

CONCEPT DEVELOPMENT CLUSTER

Theoretician

Program Designer

Media Specialist

Instructional Writer

INTERFACE CLUSTER

Marketer

Instructor

Transfer Agent

Group Facilitator

Individual Development Counselor

LEADERSHIP CLUSTER

Manager

Strategist

Program Administrator

RESEARCH CLUSTER

Evaluator

Task Analyst

Needs Analyst

This data also provided summative information for comparing different types or academic programs.

The final part of the second section was a check-list of the thirty-one competencies of a training and development specialist. These competencies are listed and defined in Appendix C. Due to the number of competencies, a check-list was used to gather data without involving too much of each respondent's time.

The last section of the questionnaire asked the respondents to enclose a departmental brochure or university catalog describing their T&D program. This information provided qualitative data about the variety of curricula offered in colleges and universities. This information also provided a cross-reference for the course listings given in the role rankings. All questionnaires included a postage-paid envelope for returning the survey.

Implementation

Programs to be surveyed were selected from ASTD's Directory of Academic Programs in Training and Development.⁶ Questionnaires were mailed to every program listed in the directory. Only one questionnaire was mailed to each program despite multiple directory listings because more than one degree (BA, MA, PhD) was offered. The final mailing list included 150 training and development programs.

The questionnaires were mailed during the last week of November 1983. The participants were asked to return the survey within two weeks. The response rate at the end of the two-week deadline was only 36 percent, possibly because many participants were busy with the end of their academic semester or quarter. Nevertheless, before the follow-up mailing in mid-January, the response rate had risen to 47.3 percent or 71 surveys. Seventy-six follow-up questionnaires were mailed. Two additional questionnaires were mailed a week later to two new training and development programs that had not been listed in ASTD's Directory and one questionnaire was returned from the post office, resulting in a total of 150 questionnaires.

A final follow-up was made during mid-February in which twenty-five participants were called on the telephone. As a result, ten questionnaires were returned shortly thereafter. The final percentage of returned surveys was 77.3 percent or 116 surveys out of 150 mailed. Two additional surveys were received, but were too late to be keyed into the computer (see Appendix E for data obtained from these questionnaires). Of the 116 surveys that were returned, eighteen or 12 percent were incomplete or the respondents wrote that the questionnaire did not apply to their program. Respondents gave several reasons why the questionnaire did not apply to their particular

program. These explanations included disagreement with ASTD's competency study, and unfamiliarity with the competency study resulting in difficulty in describing their program using this model. Because some respondents mentioned that their program was not a training and development program, some question was raised as to why they were listed in ASTD's Directory. A total of 98 surveys (65.3%) served as the data base for this study. For complete data on each of these 98 surveys see Appendix D.

Analysis

The questionnaires were analyzed according to geographic locations of colleges and universities and type of academic department offering the program. The mailing list was divided into four geographic regions based upon groupings of academic programs. The boundaries of these regions were arbitrary and were not determined by statistical analysis. Figure 1 depicts the four regions, and indicates the number of surveys sent to and returned from each region and state.

Nine categories of academic departments offering training and development programs were created. These categories were determined by similarities in orientation of departments.

Figure 1
HRT&D Academic Programs Clustered by Region and State
Showing Number of Questionnaires Sent and Number Returned

<u>State</u>	NORTHEASTERN REGION	
	No. of Questionnaires Returned	No. of Questionnaires Sent
Connecticut	0	2
Maine	1	2
Maryland	4	6
Massachusetts	4	6
New Jersey	3	4
New York	11	21
Pennsylvania	4	7
Vermont	0	1
Virginia	2	2
Washington, D.C.	<u>4</u>	<u>4</u>
	33	55

SOUTHERN REGION

<u>State</u>	<u>Returned</u>	<u>Sent</u>
Alabama	1	1
Arkansas	2	2
Florida	4	5
Georgia	1	1
Louisiana	0	1
North Carolina	4	4
Oklahoma	2	3
South Carolina	2	2
Tennessee	2	2
Texas	<u>1</u>	<u>5</u>
	19	26

MIDWESTERN REGION

<u>State</u>	<u>Returned</u>	<u>Sent</u>
Illinois	7	11
Indiana	2	2
Iowa	0	1
Kentucky	1	1
Michigan	2	2
Minnesota	3	4
Missouri	1	1
Ohio	6	9
Wisconsin	<u>3</u>	<u>5</u>
	25	36

WESTERN REGION

<u>State</u>	<u>Returned</u>	<u>Sent</u>
Alaska	1	1
Arizona	3	4
California	8	14
Colorado	1	1
Oregon	1	2
Utah	4	6
Washington State	1	1
Canada	<u>2</u>	<u>2</u>
	21	31

The title of the school or academic college, the department or division, and in some cases the official degree titles were used as the basis for grouping programs. The primary criterion for determining the academic type was the department or division that was responsible for the training and development curriculum. The nine departmental categories are as follows:

<u>Type</u>	<u>Number</u>
1. Behavioral Science	6
2. Business	13
3. Communication	6
4. Adult Education	15
5. Counseling	2
6. Education	19
7. Instructional Media	28
8. Vocational Education	8
9. Unidentified	1
TOTAL	98

The departmental categories served as a point of comparison among the various academic disciplines concerned with training and development.

Ten separate statistical analyses were performed on the data which revealed the following:

1. The total number of departments in each of the nine categories.
2. The number of training and development degree programs.
3. The average years each program has been offered.
4. The number of faculty in four different categories (instructor, assistant professor, associate professor, and full professor).
5. The mean ranking for each of the 15 roles.

6. The departmental mean rankings for each of the 15 roles.
7. The means for each of the four clusters.
8. The departmental means for each of the four clusters.
9. The frequency for the 31 competencies in the check list.
10. The departmental frequency for the 31 competencies.

The data were analyzed by means of two computer statistical packages: the Statistical Package for Social Sciences (SPSS) and Minitab. Minitab offered a simpler procedure for determining the frequencies from the check list. Allowances were made for recording incomplete data as follows:

1. When the number of years the degree type had been offered was left blank, it was recorded as zero and was not used for determining the means for this category.

2. If one of the four faculty categories was left blank, it was recorded as zero. Two means were calculated for this section: the mean for each faculty category before omitting zeros and after omitting zeros.

3. The fifteen role rankings provided special problems. If the respondent did not rank one of the roles, it was recorded as 99 and omitted from the mean rankings. If the respondent merely checked, rather than ranking the roles, the checks were recorded as sixteens; mean rankings were analyzed with and without sixteens.

4. If a cluster rating was left blank, it was recorded as a nine and omitted when determining the mean ratings.

5. The check-list data was only examined for the number of times each competency was checked. Checks were recorded as ones and blanks as zeros.

The analysis for each department included the mean rankings of the 15 roles, the mean rankings for the 4 clusters, and the frequencies for the 30

competencies. The nine academic types were used to compare the emphases of different academic training and development programs. For this type of descriptive data, tests for significance would not have been useful.

Summary

The methodology consisted of three activities: first, the development of the questionnaire based on ASTD's 15 roles and 31 competencies; second, mailing the questionnaire to programs listed in ASTD's Directory of Academic Programs in Training and Development. The final return rate for the study was 77.3 percent or 116 surveys out of a possible total of 150. Ninety-eight of the returned questionnaires were useable. Finally, four geographic regions and eight types of academic departments were created for purposes of analysis. This third phase included the statistical analysis of the survey data in ten separate categories. The next section of this report will discuss the results of these analyses.

RESULTS

The results of this study will be discussed in terms of the ten questions that the study attempted to answer.

Question 1: What colleges and universities in the U.S. offer academic programs in HRT&D? Where are they located and how many are there?

FIGURE 2

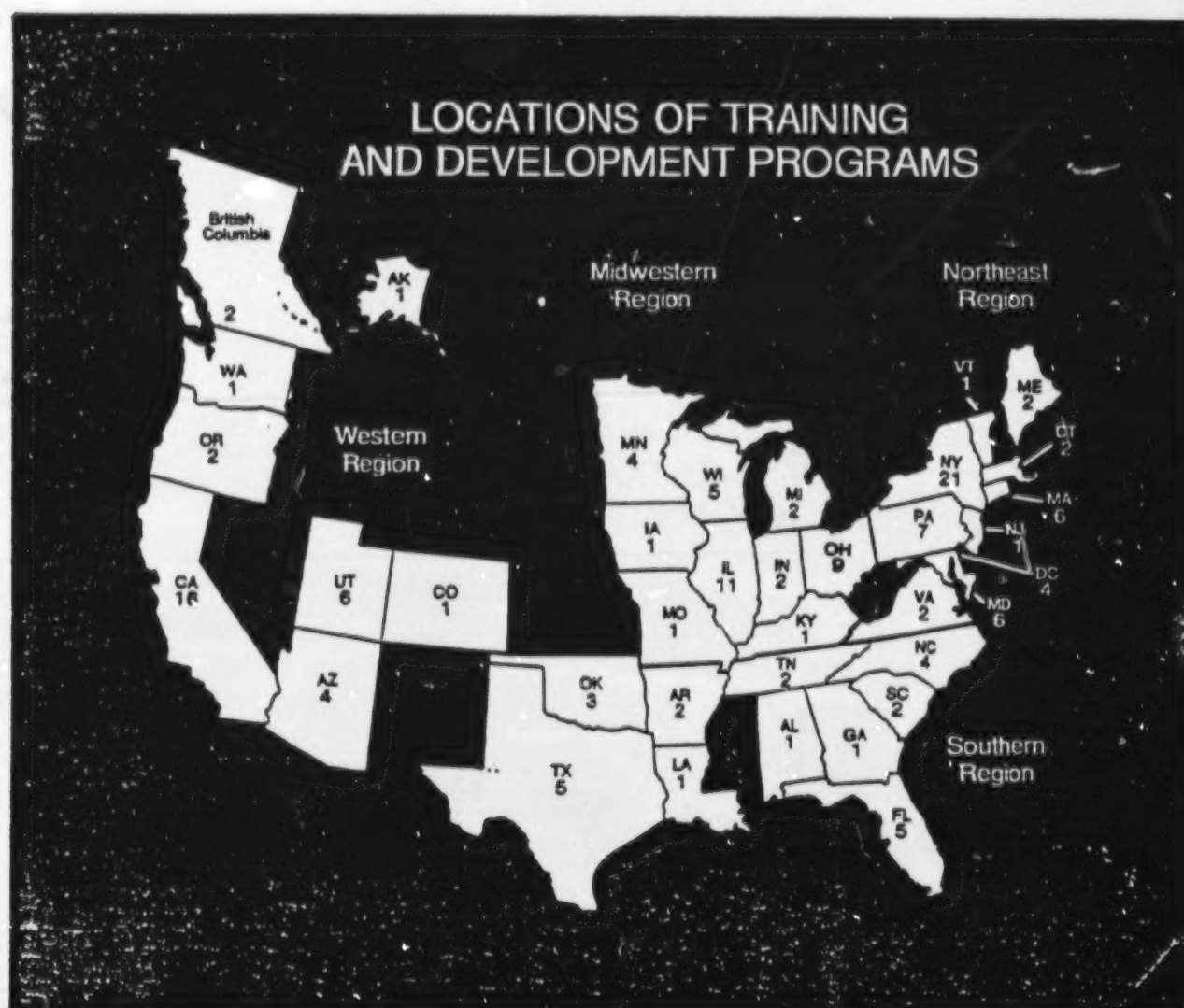
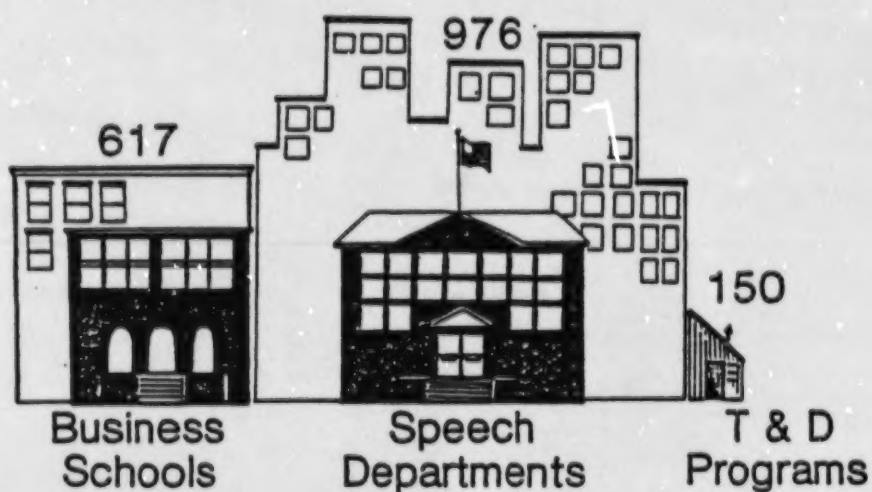


FIGURE 3

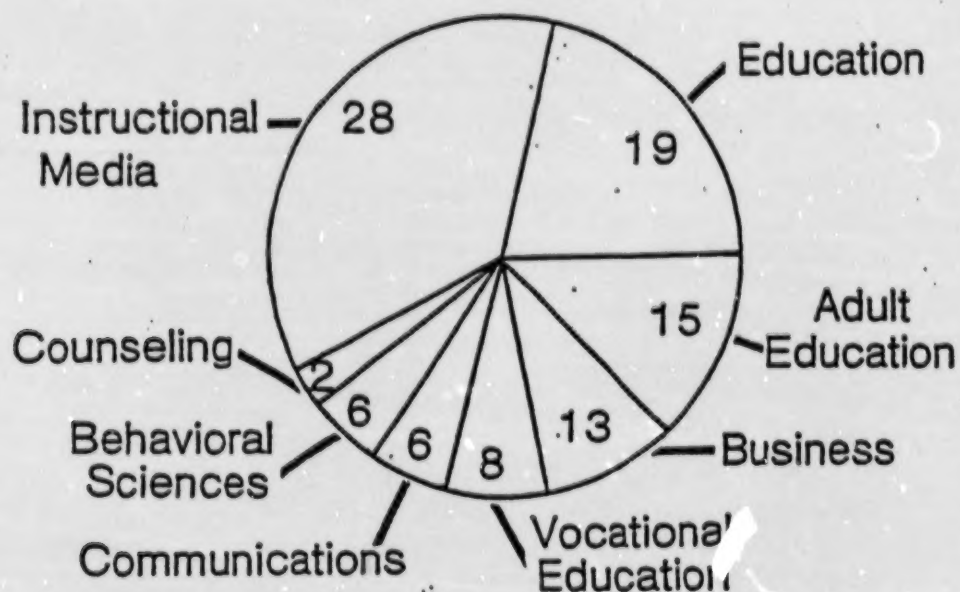
TRAINING AND DEVELOPMENT PROGRAMS IN RELATION TO OTHER ACADEMIC PROGRAMS



Question 2: What are the academic units that sponsor HRT&D academic programs?

FIGURE 4

ACADEMIC DEPARTMENTS OFFERING TRAINING AND DEVELOPMENT CURRICULA



Question 3: What types of academic degrees are offered in HRT&D and how long have they been offered?

FIGURE 5

TYPES OF TRAINING AND DEVELOPMENT DEGREES
Composite of 98 Responding Academic Departments

Type of Degree	Percentage of 98 Responding Academic Programs Offering The Degree	Total Degrees Offered by the 98 Responding Academic Departments
Certificate	18	18
Associate		
Undergraduate	26	25
Masters	84	82
Doctorate	45	44

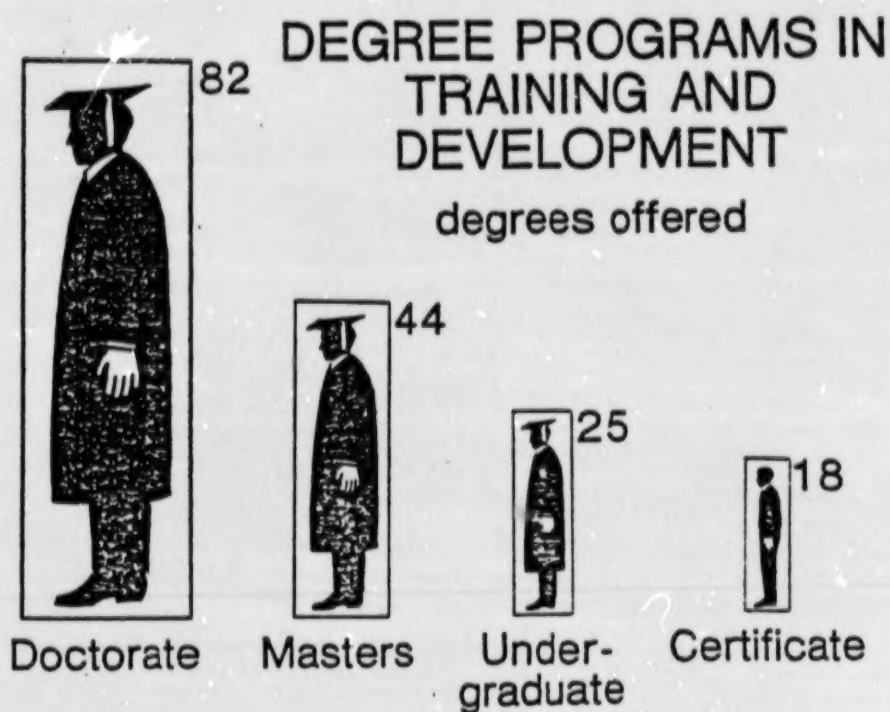


FIGURE 6

YEARS TRAINING AND DEVELOPMENT PROGRAMS HAVE BEEN OFFERED
Composite of 98 Responding Academic Departments

<u>Type of Degree</u>	<u>Average Years</u>
Certificate	5.06
Associate	0.00
Undergraduate	5.64
Masters	9.88
Doctorate	10.02

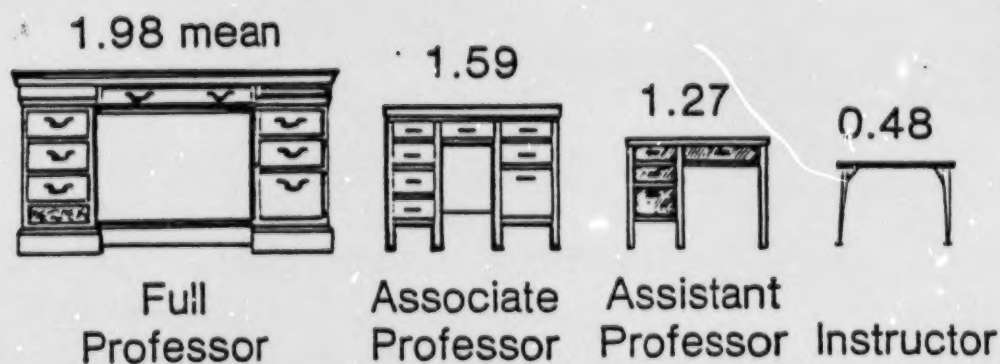
Question 4: How many full-time faculty teach in each program? What rank do they hold?

FIGURE 7

TRAINING AND DEVELOPMENT FACULTY MEMBERS
Composite of 98 Responding Academic Programs

<u>Position</u>	<u>Mean per Program</u>	<u>Total in all Programs</u>
Instructor	0.48	47
Assistant Professor	1.27	124
Associate Professor	1.59	156
Full Professor	1.98	194
Totals	5.32	521

AVERAGE FACULTY SIZE
PER TRAINING
AND DEVELOPMENT PROGRAM



Question 5: Which of the fifteen roles do HRT&D programs tend to emphasize?

FIGURE 8

ASTD TRAINING AND DEVELOPMENT ROLES
Ranked according to Emphasis in Programs:
COMPOSITE RANKS (n=97)

Rank Order	Role	Average Rank
1	Program Designer	3.25
2	Needs Analyst	5.10
3	Evaluator	5.74
4	Manager of T&D	5.34
5	Instructor	6.37
6	Program Administrator	6.56
7	Group Facilitator	6.79
8	Task Analyst	6.96
9	Instructional Writer	7.47
10	Media Specialist	8.49
11	Strategist	8.50
12	Theoretician	9.73
13	Individual Development Counselor	9.97
14	Transfer Agent	10.36
15	Marketer	12.25

Question 6: Do the patterns of roles vary according to type of academic department?

FIGURE 9

ASTD TRAINING AND DEVELOPMENT ROLES
Co-operative Ranks Among Academic Departments And The Composite

Composite	Beh. Sci.	Bus.	Coun.	Art. Ed.	Couns.	Educ.	Inst. Med.	Voc. Ed.
1 Program Designer	5	4	3	2	3/4	1	1	2
2 Needs Analyst	7	1	1	7	5	6	2	3
3 Evaluator	15	2	2	5	8	3	3	4
4 Manager of T&D	4	7/8	11	4	11	5	8	5/6
5 Instructor	2	6	6/7	6	6	4	9	1
6 Program Administrator	8/9	10	5	3	13/14	2	6	9
7 Facilitator	3	3	4	1	1	12	10	7
8 Task Analyst	11	5	10	12	12	8	7	5/6
9 Instructional Writer	13/14	12	6/7	9	10	7	5	8
10 Media Specialist	10	15	8	15	13/14	10	4	10
11 Strategist	1	7/8	9	11	2	11	11	14
12 Theoretician	8/9	9	13	8	9	14	12	15
13 Individual Development Counselor	12	13	12	10	3/4	9	13	11
14 Transfer Agent	6	11	15	13	7	13	14	12
15 Marketer	13/14	14	14	14	15	15	15	13

Question 7: Which of the four role clusters seem to represent the emphases of HRT&D programs?

FIGURE 10

ASTD TRAINING AND DEVELOPMENT ROLE CLUSTERS
 Rated According to Emphasis in Academic Departments:
 COMPOSITE RATINGS (n=98)

<u>Cluster</u>		<u>Mean Rating*</u>	<u>S.D. Rating</u>
1	Concept Development	4.18	1.04
2	Research	3.85	1.08
3	Leadership	3.77	1.14
4	Interface	3.40	1.14

*1 = Little emphasis, 5 = Much emphasis

Question 8: Do the role cluster emphases tend to vary according to type of academic department?

FIGURE 11

ASTD TRAINING AND DEVELOPMENT ROLE CLUSTERS
Comparative Ratings Among Academic Departments and the Composite

Role Clusters	Composite Means*	Beh. Sci.	Bus.	Comms.	Ad. Ed.	Couns.	Educ.	In. Med.	Voc. Ed.
Concept Development	4.18	2.83	3.23	4.16	3.79	4.50	4.56	4.86	4.14
Research	3.85	3.00	4.15	4.16	3.79	4.50	3.79	3.86	4.14
Leadership	3.77	4.00	3.85	3.60	4.21	3.50	3.58	3.54	4.00
Interface	3.40	4.00	3.62	3.60	3.93	5.00	3.61	2.64	3.29

*1 = Little emphasis, 5 = Much emphasis

Question 9: For which of the thirty-one competencies do HRT&D programs include coursework?

FIGURE 12

ASTD TRAINING AND DEVELOPMENT COMPETENCIES
Ranked According to Percentage of Programs Teaching the Competency:
COMPOSITE RANKS (n=98)

Rank	Competency	Number of Schools	Percentage of Schools
1	Organizational Behavior Understanding	90	92
2	Presentation Skills	88	90
3	Objective Preparation Skill	86	88
4	Adult Learning Understanding	85	87
5-7	Feedback Skill	83	85
5-7	Group Process Skills	83	85
5-7	Writing Skills	83	85
8	T&D Techniques Understanding	82	84
9	Organization Understanding	80	82
10	Research Skills	79	81
11	Questioning Skills	77	79
12	Competency Identification Skill	76	78
13	Intellectual Versatility	72	73
14	Audio/Visual Skill	71	72
15-16	Computer Competence	70	71
15-16	Performance Observation Skills	70	71
17	T&D Field Understanding	68	69
18-19	Personnel/HR Field Understanding	66	67
18-19	Library Skills	66	67
20	Model Building Skills	64	65
21	Facilities Skill	62	63
22	Industry Understanding	57	58
23	Data Reduction Skill	55	56
24	Counseling Skill	54	55
25-26	Delegation Skill	50	51
25-26	Career Development Knowledge	50	51
27	Cost-Benefit Analysis Skill	48	49
28	Relationship Versatility	47	48
29	Featuring Skill	40	41
30	Negotiation Skill	38	39
31	Records Management Skill	31	32

Question 10: Does the coursework offered on competencies vary according to the type of academic department?

FIGURE 13

ASTD TRAINING AND DEVELOPMENT COMPETENCIES
Comparative Ranks Among Academic Departments and the Composite
According to Percentage of Program Teaching the Competency

Competencies	Composites	Beh. Sci.	Bus.	Comm.	Ad. Ed.	Cons.	Educ.	Inst. Med.	Voc. Ed.
Organl. Behavior Understanding	92	100	100	100	100	100	89	79	100
Presentation Skills	90	67	69	100	93	100	95	93	100
Objective Preparation Skill	88	100	69	100	80	50	89	93	100
Adult Learning Understanding	87	100	78	67	100	100	89	82	88
Feedback Skill	85	100	100	83	87	100	100	61	88
Group Process	85	100	100	67	87	100	89	72	88
Writing Skills	85	67	69	83	80	100	95	86	100
T&D Techniques Understanding	84	67	85	83	73	100	89	82	100
Organizational Understanding	82	100	85	83	73	100	79	79	88
Research Skills	81	83	85	67	80	100	68	89	75
Questioning Skills	79	67	78	83	87	100	54	64	100
Competency Identification	78	50	78	83	60	100	74	86	100
Intellectual Versatility	73	83	69	83	93	100	74	57	75
Audio/Visual Skill	72	50	31	83	47	50	84	96	88
Computer Competence	71	67	69	83	40	100	58	96	63
Performance Observation	71	83	69	67	47	50	79	79	75
T&D Field Understanding	69	83	69	83	47	100	74	61	100
Personnel/HR Field Under.	67	100	78	83	60	100	68	50	75
Library Skills	67	67	62	83	73	100	68	57	75
Model Building Skill	65	67	85	67	73	100	53	57	63
Facilities Skill	63	17	46	50	67	0	79	68	88
Industry Understanding	58	50	69	67	27	100	37	75	75
Data Reduction Skill	56	33	54	67	67	100	53	50	63
Counseling Skill	55	83	54	33	67	100	63	32	75
Delegation Skill	51	17	54	50	67	50	53	43	63
Career Development Knowledge	51	67	62	50	53	100	63	21	75
Cost-Benefit Analysis Skill	49	17	54	50	47	50	53	50	50
Relationship Versatility	48	50	62	33	60	100	47	29	63
Futuring Skill	41	67	38	33	40	50	42	39	25
Negotiation Skill	39	50	38	50	53	100	53	18	13
Records Management Skill	32	100	15	17	33	0	26	50	38

CONCLUSIONS

Conclusions drawn from the above results will be discussed in terms of the ten questions this study attempted to address.

Question 1: What colleges and universities in the U.S. offer academic programs in HRT&D? Where are they located and how many are there?

The HRT&D academic programs appear to be located predominantly in the Northeast part of the country. For example, there are almost twice as many programs in the Northeast as in each of the other areas.

In comparison to programs in which T&D curricula are offered, there are relatively few formal HRT&D academic programs. For example, there appear to be seven times as many Speech Communication programs as there are HRT&D.

Question 2: What are the academic units that sponsor HRT&D academic programs?

There appear to be about eight different sponsoring academic departments or schools. The predominant academic school sponsoring HRT&D programs is Education.

Question 3: What types of academic degrees are offered in HRT&D and how long have they been offered?

Most academic degrees in HRT&D appear to be graduate degrees (masters and doctoral). These degrees exceed the sum of all undergraduate degrees (certificate and bachelor degrees); however, there are twice as many masters degrees offered as doctoral degrees.

Graduate degrees in HRT&D appear to have been offered for approximately ten years, whereas undergraduate and certificate degrees have been offered for about five years. Thus, degree programs in HRT&D appear to be relatively new.

Question 4: How many full-time faculty teach in each program? What rank do they hold?

On the average, each program has about five faculty consisting of approximately two full professors, one and a half associate professors, one assistant professor, and a half of an instructor. Individuals who teach HRT&D programs tend to be senior faculty.

Question 5: Which of the fifteen roles do HRT&D programs tend to emphasize?

The role of program designer is most commonly emphasized. The second most commonly emphasized roles are those of needs analyst and evaluator.

Six roles (marketer, transfer agent, individual development counselor, theoretician, strategist, and media specialist) do not appear to receive much emphasis in the programs reporting data.

Six other roles (manager of T&D, instructor, program administrator, group facilitator, task analyst, and instructional writer) appear to receive about equal emphasis in the majority of programs.

Question 6: Do the patterns of roles vary according to type of academic department?

Particular disciplines/departments offering the HRT&D program tend to emphasize particular roles. For example, Behavioral Science and Counseling

programs rank the role of evaluator very low (15 and 8) whereas communications, business, education, and instructional media rank it relatively high (2 or 3). In addition, Behavioral Science and Counseling rank the role of strategist first and second respectively, whereas the other programs mentioned above, rank the role of strategist from seventh through eleventh. Communications, on the the other hand, ranks the role of manager of T&D eleventh while the composite role ranking is a relatively high four.

Question 7: Which of the four role clusters seem to represent the emphases of HRT&D programs?

The highest rated role cluster is that of concept development, which includes the roles of instructional writer, media specialist, program designer, and theoretician. The research and leadership clusters are also rated quite high while the interface cluster was rated lowest. There appears to be no direct correlation between the ratings of role clusters and the rankings of the roles. For example, the clusters are rated in the following order: concept development, research, leadership, and interface. On the other hand, if you order the clusters according to the way in which individual roles were ranked, a different sequence of emphasis appears: research, leadership, concept development, and interface. Thus, there appears to be a difference between the perceived emphasis in programs when compared with actual roles being taught.

Question 8: Do the role cluster emphases tend to vary according to type of academic department?

The type of department seems to affect the way in which role clusters are emphasized. For example, vocational education, education, instructional media, and communications rate the concept development cluster highest, whereas behavioral science and business rate it lowest. Adult education rates the leadership cluster highest, whereas education and counseling rate it lowest.

Question 9: For which of the thirty-one competencies do HRT&D programs include coursework?

Organizational Behavior Understanding appears to be the most widely taught competency (92 per cent of all programs include it). The second most widely taught competency is Presentation Skills (included in 90 per cent of all programs). In contrast, Records Management Skill is taught in about one-third of the programs (32 percent); Negotiation Skill is also taught in only 39 per cent of the programs. Competencies rated as more generic or critical now and in the future in the ASTD competency study, tend to be those most frequently checked as being taught in the HRT&D program.

Question 10: Does the course work offered on competencies vary according to the type of academic department?

The type of academic department does not appear to affect whether or not a particular competency is taught. For example, organization behavior understanding is taught most frequently by six of the eight types of departments and presentation skills, objective preparation skills, and adult learning understanding are all taught in almost every category of department.

RECOMMENDATIONS

Given the obtained results and the conclusions drawn from these results, the following recommendations have been made:

1. Training and development curricula designs should focus on roles rather than on specific competencies.
2. The ideal program should avoid over emphasizing one or two roles, but should emphasize a variety of roles from each of the four role clusters.
3. The ideal program should be founded upon the more comprehensive theoretical model proposed by ASTD, rather than less comprehensive and abstract models from specific academic disciplines.
4. A number of programs do not appear to belong in the ASTD Directory of Academic Programs since they do not meet the unique human resource mission of training and development.
5. Students of training and development should select academic programs based on their personal role interests.
6. Faculty should define or describe the focus or emphasis of their training and development programs more accurately.

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- Gentilman, Ruth (ed.). Academic Programs and the World of Work, ASTD Research Series. Washington, D.C.: ASTD Press, 1983.
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PROFILE: TRAINING AND DEVELOPMENT PROGRAMS

The purpose of this questionnaire is to discover the similarities and/or differences between academic training and development curricula at various universities in the United States. Please answer the questions as best you can. Thank you, in advance, for your cooperation and consideration in helping with our study.

About Your Program

College or university name _____

Academic college or school in which the Training and Development (T&D) curriculum is offered:

Department or division responsible for the T&D curriculum:

Check each degree(s) and its type(s) offered by your program. Then indicate the number of years the program has been offered.

Degree	Type	Years Offered
_____ Certificate		_____
_____ Associate	_____ AA _____ AS	_____
_____ Undergraduate	_____ BA _____ BS _____ BB _____ Ed	_____
_____ Graduate	_____ MA _____ MS _____ MEd	_____
_____ Doctorate	_____ PhD _____ EdD	_____

List the title(s) of the degree(s) offered in your program:

1. _____
2. _____
3. _____

Number of full time faculty teaching in these programs:

<i>Faculty Rank</i>	<i>Number</i>
Instructor	_____
Assistant Professor	_____
Associate Professor	_____
Full Professor	_____

Curriculum

The American Society for Training and Development (ASTD) has identified 15 roles that a T&D specialist should be able to perform. (See enclosed descriptions of the roles.)

Rank order the following roles according to their emphasis in your program. One should have the greatest emphasis in your program and fifteen should have the least emphasis.

After ranking the 15 roles, list the course(s) that your program offers that deals with each role in the spaces provided to the right of the roles. Do not be concerned if your program does not offer a course covering each role—simply leave the space blank. Please include the course name and number.

<i>Rank</i>	<i>Role</i>	<i>Course</i>
1. _____	Administrator	1. _____
2. _____	Evaluator	2. _____
3. _____	Facilitator	3. _____
4. _____	Individual Development Counselor	4. _____
5. _____	Instructional Writer	5. _____
6. _____	Instructor	6. _____
7. _____	Manager	7. _____
8. _____	Marketer	8. _____
9. _____	Media Specialist	9. _____
10. _____	Needs Analyst	10. _____
11. _____	Program Designer	11. _____

- | | |
|--------------------------|-----------|
| 12. _____ Strategist | 12. _____ |
| 13. _____ Task Analyst. | 13. _____ |
| 14. _____ Theoretician | 14. _____ |
| 15. _____ Transfer Agent | 15. _____ |

ASTD has grouped the 15 roles into 4 clusters. Rate the clusters according to the emphasis of your program. Please circle the number of your rating.

Clusters	Rating Scales					
Concept Development Cluster	Little	1	2	3	4	5 Much
Instructional Writer	Emphasis					Emphasis
Media Specialist						
Program Designer						
Theoretician						
Leadership Cluster	Little	1	2	3	4	5 Much
Manager	Emphasis					Emphasis
Program Administrator						
Strategist						
Interface Cluster	Little	1	2	3	4	5 Much
Group Facilitator	Emphasis					Emphasis
Individual Counselor						
Instructor						
Marketer						
Transfer Agent						
Research Cluster	Little	1	2	3	4	5 Much
Evaluator	Emphasis					Emphasis
Needs Analyst						
Task Analyst						

Further, ASTD described 31 competencies important for excellent performance as a T&D specialist. From the list below, check each area (see enclosed descriptions of the competencies) for which your program includes coursework.

1. _____ Adult Learning Understanding
2. _____ Audio/Visual Skill
3. _____ Career Development Knowledge
4. _____ Competency Identification Skill
5. _____ Computer Competence
6. _____ Cost-Benefit Analysis Skill
7. _____ Counseling Skill
8. _____ Data Reduction Skill
9. _____ Delegation Skill
10. _____ Facilities Skill
11. _____ Feedback Skill

12. _____ Futuring Skill
13. _____ Group Process Skill
14. _____ Industry Understanding
15. _____ Intellectual Versatility
16. _____ Library Skills
17. _____ Model Building Skill
18. _____ Negotiation Skill
19. _____ Objective Preparation Skill
20. _____ Organization Behavior Understanding
21. _____ Organization Understanding
22. _____ Performance Observation Skill
23. _____ Personnel/Human Resource Field Understanding
24. _____ Presentation Skills
25. _____ Questioning Skills
26. _____ Records Management Skill
27. _____ Relationship Versatility
28. _____ Research Skills
29. _____ T & D Field Understanding
30. _____ T & D Techniques Understanding
31. _____ Writing Skills

One Last Request

Please send a copy of each of your academic programs from the university catalog or a departmental brochure.

If you would like a copy of the results of this study please sign below:

Signature

Please return to the following address:

Human Resource Development Program
Box 42
115 Brimhall Building
Brigham Young University
Provo, Utah 84602

THE FIFTEEN KEY TRAINING AND DEVELOPMENT ROLES

- **EVALUATOR . . .** The role of identifying the extent of a program, service or product's impact.
- **GROUP FACILITATOR . . .** The role of managing group discussions and group process so that individuals learn and group members feel the experience is positive.
- **INDIVIDUAL DEVELOPMENT COUNSELOR . . .** The role of helping an individual assess personal competencies, values, goals and identify and plan development and career actions.
- **INSTRUCTIONAL WRITER . . .** The role of preparing written learning and instructional materials.
- **INSTRUCTOR . . .** The role of presenting information and directing structured learning experiences so that individuals learn.
- **MANAGER OF TRAINING AND DEVELOPMENT . . .** The role of planning, organizing, staffing, controlling training and development operations or training and development projects and of linking training and development operations with other organization units.
- **MARKETER . . .** The role of selling Training and Development viewpoints, learning packages, programs and services to target audiences outside one's own work unit.
- **MEDIA SPECIALIST . . .** The role of producing software for and using audio, visual, computer and other hardware-based technologies for training and development.
- **NEEDS ANALYST . . .** The role of defining gaps between ideal and actual performance and specifying the cause of the gaps.
- **PROGRAM ADMINISTRATOR . . .** The role of ensuring that the facilities, equipment, materials, participants and other components of a learning event are present and that program logistics run smoothly.
- **PROGRAM DESIGNER . . .** The role of preparing objectives, defining content, selecting and sequencing activities for a specific program.
- **STRATEGIST . . .** The role of developing long-range plans for what the training and development structure, organization, direction, policies, programs, services, and practices will be in order to accomplish the training and development mission.
- **TASK ANALYST . . .** Identifying activities, tasks, sub-tasks, human resource and support requirements necessary to accomplish specific results in a job or organization.
- **THEORETICIAN . . .** The role of developing and testing theories of learning, training and development.
- **TRANSFER AGENT . . .** The role of helping individuals apply learning after the learning experience.

ASTD Competency Study

There are thirty-one (31) competencies in this model:

1. *Adult Learning Understanding* . . . Knowing how adults acquire and use knowledge, skills, attitudes. Understanding individual differences in learning.
2. *A/V Skill* . . . Selecting and using audio/visual hardware and software.
3. *Career Development Knowledge* . . . Understanding the personal and organizational issues and practices relevant to individual careers.
4. *Competency Identification Skill* . . . Identifying the knowledge and skill requirements of jobs, tasks, roles.
5. *Computer Competence* . . . Understanding and being able to use computers.
6. *Cost-Benefit Analysis Skill* . . . Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
7. *Counseling Skill* . . . Helping individuals recognize and understand personal needs, values, problems, alternatives and goals.
8. *Data Reduction Skill* . . . Scanning, synthesizing, and drawing conclusions from data.
9. *Delegation Skill* . . . Assigning task responsibility and authority to others.
10. *Facilities Skill* . . . Planning and coordinating logistics in an efficient and cost-effective manner.
11. *Feedback Skill* . . . Communicating opinions, observations and conclusions such that they are understood.
12. *Futuring Skill* . . . Projecting trends and visualizing possible and probable futures and their implications.
13. *Group Process Skill* . . . Influencing groups to both accomplish tasks and fulfill the needs of their members.
14. *Industry Understanding* . . . Knowing the key concepts and variables that define an industry or sector (e.g., critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, information sources).
15. *Intellectual Versatility* . . . Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal biases.
16. *Library Skills* . . . Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.
17. *Model Building Skill* . . . Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.
18. *Negotiation Skill* . . . Securing win-win agreements while successfully representing a special interest in a decision situation.
19. *Objectives Preparation Skill* . . . Preparing clear statements which describe desired outputs.
20. *Organization Behavior Understanding* . . . Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.
21. *Organization Understanding* . . . Knowing the strategy, structure, power networks, financial position, systems of a SPECIFIC organization.
22. *Performance Observation Skills* . . . Tracking and describing behaviors and their effects.
23. *Personnel/HR Field Understanding* . . . Understanding issues and practices in other HR areas (Organization Development, Organization Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations).
24. *Presentation Skills* . . . Verbally presenting information such that the intended purpose is achieved.
25. *Questioning Skill* . . . Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.
26. *Records Management Skill* . . . Storing data in easily retrievable form.
27. *Relationship Versatility* . . . Adjusting behavior in order to establish relationships across a broad range of people and groups.
28. *Research Skills* . . . Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.
29. *Training and Development Field Understanding* . . . Knowing the technological, social, economic, professional, and regulatory issues in the field; understanding the role T&D plays in helping individuals learn for current and future jobs.
30. *Training and Development Techniques Understanding* . . . Knowing the techniques and methods used in training; understanding their appropriate uses.
31. *Writing Skills* . . . Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes its intended purposes.

Appendix D

TYPES OF COLLEGES AND DEPARTMENTS THAT TEACH T & D

Behavioral Science

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Appalachian State University (North Carolina)	Arts and Sciences	Psychology
The Fielding Institute (California)	(not reported)	Human and Organization Development
Johns Hopkins University (Maryland)	Arts and Sciences	Applied Behavioral Science
National College of Education (Illinois)	Arts and Sciences	Applied Behavioral Science
University Associates (California)	Human Resource Development	Professional Services
University of Southern California	Public Administration	Applied Behavioral Sciences

Business

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
American University (Washington, D.C.)	Public and International Affairs	Institute for Human Resource Development
Bowling Green State University (Ohio)	Business Administration	Organizational Develop- ment and Management
Case Western Reserve University (Ohio)	Management	Organizational Behavior
Florida State University	Business	Management
Grand Canyon College (Arizona)	Business	Business
New School for Social Research (New York)	Management	Human Resource Management and Development
New York University	Continuing Education	Management Institute
Nova University (Florida)	Center For The Study of Administration	Graduate Management
Ottawa University (Arizona)	Liberal Arts	Business
Pepperdine University (California)	Business Management	Organizational Develop- ment
Trenton State College (New Jersey)	Business	Business Education and Office Systems Administration
University of Tennessee Knoxville	(not reported)	Industrial and Organi- zational Psychology
University of Utah	Business	Human Resource Management

Communications

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Brigham Young University (Utah)	Fine Arts and Communications	Human Resource Development
California State University--Chico	Communication	Information and Communication Studies
Governors State University (Illinois)	Arts and Sciences	Instructional and Training
Ithaca College (New York)	Communication	Corporate/Organizational Media
Oklahoma State University	Arts and Sciences	Speech Communication
University of Arkansas at Little Rock	Communication	Speech Communication

Adult Education

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Arizona State University	Education	Higher Adult Education
Brigham Young University (Utah)	Education	Educational Admini- stration
George Washington University (D.C.)	Education and Human Development	Adult Education
Indiana University of Pennsylvania	Education	Adult and Community Education
Medaille College (New York)	Education	Education In Non-school Settings
North Carolina State University	Education	Adult and Community College Education
Rutgers University (New Jersey)	Education	Administration, Supervision, and Adult Education
Syracuse University (New York)	Education	Adult Education
University of British Columbia (Canada)	Education	Administrative, Adult, and Higher Education
University of Wisconsin-- Milwaukee	Education	Administrative Leadership
Virginia Polytechnic and State University	Education	Administration and Educational Services
Washington State University	Agriculture and Home Economic Education	Adult and Continuing Education
Worcester State College (Mass.)	Graduate and Continuing Education	Adult Education

Counseling

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Columbia University Teachers College (New York)	Education	Social, Organizational and Counseling Psychology
East Texas State University	Education	Counseling and Guidance

Education

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
American University (Washington, D.C.)	Education	Training and Career Development
Claremont (California)	Graduate College	Development Education
Cleveland State University (Ohio)	Education	Educational Specialists
Florida State University	Education	Education Research Development
Georgetown University	Continuing Education	Training Specialist
Kean College of New Jersey	Education	Individual and Special Services
Marymount College (New York)	Education	Training and Development
North Carolina Central University	Arts and Sciences	Education
Northeastern Illinois	Education	Human Resource Develop- ment
Oakland University (Michigan)	Human Educational Services	Human Resource Develop- ment
State University of New York at Potsdam	Professional Studies	Instructional Media
Suffolk University	Liberal Arts & Sciences	Education
University of Alabama	Education	Administration and Educational Leadership
University of Central Florida	Education	Educational Services
University of Massachusetts/Boston	Education	Institute for Learning and Training
University of Oregon	Education	Teacher Education
University of Pittsburgh (Pennsylvania)	Education	(Not Reported)

Education -- continued

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
University of Southern Maine	Education	Human Resource
Vanderbilt University (Tennessee)	Education	Teaching and Learning

Instructional Media

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Boston University (Mass.)	Education	Educational Media and Technology and Human Resource Education
California State University-- Long Beach	Education	Instructional Media
Catholic University of America (Washington, D.C.)	Education	Curriculum instruction Technology
C.W. Post Center of Long Island University New York	Education	Curriculum and Instruct- ion
Loyola University of Chicago	Education	Curriculum
North Carolina A and T State University	Education	Educational Media
Northern Illinois University	Education	Leadership and Education Policy Studies
Ohio State University	Education	Instruction Design and Technology
Ohio University	Education	Curriculum and Instruct- ion
Pennsylvania State University	Education	Curriculum and Instruct- ion
Purdue University (Indiana)	Education	Education Computing and Instructional Development
Rochester Institute of Technology	Applied Science and Technology	Instructional Technology and Career and Human Resource Development
St. Cloud State University (Minnesota)	Education	Information Media
Southern Illinois University	Education	Curriculum, Instructional Media

Instructional Media -- continued

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Southern Illinois University at Edwardsville	Education	Education Administration and Instructional Technology Department
Syracuse University (New York)	Education	Instructional Design, Development and Education
Towson State University (Maryland)	Education	Instructional Technology
University of Arkansas	Education	Instructional Resources
University of Colorado	Education	Educational Technology and Instructional Computing
University of Michigan	Education	Instructional Technology
University of Minnesota	Education	Curriculum and Instruction- al Systems
University of Missouri-- Kansas City	Education	Curriculum and Instruct- ion
University of Oklahoma	Education	Educational Technology
University of Southern California	Education	Psychology and Technology
University of Toledo (Ohio)	Education and Allied Professions	Educational Technology
University of Wisconsin-- Stout	Learning Resources	Media Technology
Utah State University	Education	Instructional Technology

Vocational Education

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Clemson University (South Carolina)	Education	Industrial Education
Georgia State University	Education	Vocational and Career Development
Temple University (Pennsylvania)	Education	Vocational Education
University of Louisville (Kentucky)	Education	Occupational and Career Education
University of Maryland	Education	Industrial, Technological and Occupational Education
University of Minnesota	Education	Vocational and Technical Education
University of Wisconsin-- Milwaukee	Engineering	General Studies

Appendix E

Data Summary from Surveys Not Part of Data Base Due to Time Constraints

TYPES OF COLLEGES AND DEPARTMENTS THAT TEACH T & D

University	Academic College (School)	Academic Department (Program)
Oklahoma State University	Education	Occupational and Adult Education
University of Southern Maine	Education	Human Resource Development

Oklahoma State University

Oklahoma State University offers both a Masters (MS) and Doctorate Program (EdD) in Occupational and Adult Education with a concentration in Human Resource Development. Three Associate Professors teach in these programs. The top five ASTD competency study roles emphasized in the curriculum are Theoretician, Strategist, Needs Analyst, and Facilitator. The role cluster with the greatest emphasis is the Leadership Cluster which includes the Manager, Program Administrator and Strategist roles. Oklahoma State University does not offer courses in the following competency areas (there are a total of 31 competencies): Counseling Skill, Delegation Skill, Facilities Skill, Feedback Skill, Negotiation Skill, Organization Behavior Understanding, Records Management Skill, and Relationship Versatility.

University of Southern Maine

University of Southern Maine offers a Graduate (MS) degree in Adult Education. The faculty include an Associate Professor and a Full Professor. The top five ASTD competency study roles emphasized in the curriculum are Program Designer, Manager, Administrator, Instructor, and Instructional Writer. The role cluster with the greatest emphasis is the Leadership Cluster which includes the Manager, Program Administrator and Strategist roles. The University of Southern Maine does not offer courses in the following competency areas: Audio/Visual Skill, Computer Competence, Cost-Benefit Analysis Skill, Data Reduction Skill, Negotiation Skill, Objective Preparation Skill, Questioning Skills, Records Management Skill, and Relationship Versatility.

Unclassified

<u>University</u>	<u>Academic College (School)</u>	<u>Academic Department (Program)</u>
Alaska Pacific University Development	(Not Reported)	Human Resource